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ABSTRACT

Designed to gather data on women in graduate administration, this study sought to determine career paths, work week patterns, satisfaction stemming from the administrative role, and methods of dealing with stress. Since little data were available about men in graduate administration to use for comparison, both men and women deans were surveyed. The major question addressed was: What significant differences are there between men and women in graduate administration in the colleges and universities belonging to the Western Association of Graduate Schools? Responses from the 83 male and 19 female participants surveyed indicate that the backgrounds of women in graduate administration are more similar to those of men than different. Their patterns of career advancement also appear to be similar but women are more likely to be in acting or interim positions. The trend is toward more women in graduate administration. Both sexes report similar contact patterns with colleagues, which indicates that women are not excluded from opportunities for informal decision-making. The psychic rewards derived from the job appear to differ for women and men, with men reporting more satisfaction from contacts with and service to faculty and students while women found leadership opportunities most rewarding. Stresses and coping patterns also differ. (JMD)

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CAREER PATTERNS OF MEN AND WOMEN IN GRADUATE ADMINISTRATION

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This study was designed to gather data on women in graduate administration. It sought to determine career paths, work week patterns, satisfactions stemming from the administrative role and methods of dealing with stress. Since little data were available about men in graduate administration to use for comparison, men as well as women deans were surveyed. The major research question became:

> What significant differences are there between men and women in graduate administration in the colleges and universities belonging to the Western Association of Graduate Schools?

Two copies of a questionnaire were sent to each of the 87 member institutions of the Western Association of Graduate Schools. Of the 174 questionnaires mailed, 102 were returned for a return rate of 59%.

THE RESPONDENTS

Of the 102 respondents, 83 are male and 19 are female. Because of the ordinal nature of the data and because of the small number of women in the sample it seemed appropriate to use a nonparametric test of association between gender and the various characteristics studied.

The technique of analysis used throughout this study was X^2 and the level of significance was set at the 95th percentile.

We had a working hypothesis that there would be more women in graduate administration at institutions offering the Master's degree, but not the Doctorate. However, there was no significant association between the type of institution and the sex of the graduate administrators, and no evidence to sustain the hypothesis.

Type of Institution	Men		Women	
	N	%	N	%
Ph.D. granting	64	77	13	68
Master's degree only	19	23	6	32
	83	100	19	100

A second working hypothesis was that women would be more likely than men to be Associate or Assistant Deans and, conversely, that men would be more likely to be Deans. (We included the few Vice Presidents in the sample with the Deans for analysis.) The differences were not statistically significant and there was no evidence to sustain the hypothesis.

Level of Appointment	Men		Women	
	N	%	N	%
Dean (or V.P.)	45	54	7	37
Associate or Asst. Dean	38	46	12	63
	83	100	19	100

However, we did find that women in graduate administration were

significantly more likely than men to hold an Acting or Interim appointment:

Permanency of Appointment	Men		Women	
	N	%	N	%
Regular (permanent)	78	94	14	74
Acting or Interim	5	6	5	26
	83	100	19	100

This difference between male and female graduate administrators in our sample was significant at the 95th percentile.

Turning from the nature of the appointment to the discipline and other professional characteristics of our respondents, we found the men and women in the sample highly similar. We had expected that there might be a significantly higher proportion of men than women from the physical and biological sciences. This was in fact the largest discipline category reported by the men in our sample, but it was also the second largest discipline category reported by the women.

Conversely, we had expected that there might be proportionately more women than men in the humanities, since a high proportion of all women holding the doctorate are humanists. The largest group of women responding to our survey of graduate administrators did indicate that their discipline was in the humanities. This was only the third most frequently reported discipline for male respondents. However, the difference was not statistically significant.

Discipline categories and the percentage of male and female

graduate administrators identifying themselves in each are as follows (in order of total responses):

Discipline	Men		Women		Total	
	N	%	N	%	N	%
Physical & Biological Sciences	37	45	5	26	42	41
Social Sciences	20	24	4	21	24	24
Humanities & Arts	15	18	7	37	22	22
Education	9	11	3	16	12	12
Engineering	2	2	0	--	2	2
	83	100	19	100	102	101

There was no significant difference in the proportion of each sex who held the Ph.D. (89% of the men, 84% of the women in our sample of graduate administrators). We had not expected to find a difference in the proportion holding the Ph.D. but we had a working hypothesis that the men would, on the average, have attained the doctorate at a younger age. Our assumption was that many of the women would have interrupted their graduate studies to meet other obligations, primarily to raise children. The data do not support this hypothesis.

The women in our sample of graduate administrators reported achieving the doctorate as early as 24 years of age and as late as 47. The men reported a similar age range for completion of the doctorate: from 23 years of age to 45. The median age for completing the doctorate was 30 years for both sexes; the mean was 31.2 years of age for men and 32.6 years of age for women. These differences are not significant. These data suggest that men as often as women had interrupted

their graduate studies for other obligations (military service in many cases). Conversely, the women in our sample as frequently as the men had completed the doctorate while still in their twenties.

THE CAREER LADDER

Other working hypotheses involved possible differences in the career ladder of men and women in graduate administration. We had thought that more of the men might have served as department chairmen and that more of the women might have served as officers in an academic senate or graduate council (an alternate way of coming to the attention of senior administrators). But no significant differences in the career ladder were revealed in our data.

When asked about the position they had held immediately prior to their present position in graduate administration, our respondents answered as follows (in order of frequency of total response):

Prior position	Men		Women		Total	
	N	%	N	%	N	%
Teaching faculty	34	41	8	42	42	41
Department Chair	25	30	3	16	28	27
Associate or Assistant Dean	17	21	4	21	21	21
Academic Dean	5	6	2	11	7	7
Non-academic position	2	2	2	10	4	4
	83	100	19	100	102	100

When asked if they had ever chaired an academic department, 54% of the men and 42% of the women answered, "Yes." Asked if they had ever held office in a faculty governing body, 53% of the men and 47%

of the women asnwered, "Yes." These differences between men and women are not significant. The career ladder seems to have been similar for both sexes.

Only 10% of the total sample (all but one of these persons were male) reported ever holding an office in an association of graduate schools. Associations named by these respondents included the Western Association of Graduate Schools, the Midwestern Association of Graduate Schools, the Council of Graduate Schools in the United States, and the Association of Graduate Schools.

The small number of our respondents who reported ever holding office in an association of graduate schools should be viewed in the context of the brief time most of the respondents reported being in graduate administration. Half of the women responding reported having been in their present positions 2 years or less; half of the men had been in graduate administration 4 years or less. These were the medians reported. The mean was somewhat longer, weighted by those who have been graduate administrators for many years. The men reported a mean term of service in their present positions of 4.8 years, for the women the mean was 3.0 years. These differences were not statistically significant.

The tendency for graduate administrators of both sexes to hold other leadership positions was again underscored by those who reported holding office in community or professional organizations in the last three years. Of the women responding, 72% reported holding office in community or professional organizations and 60% of the men reported holding such office. The difference was not significant.

In view of the administrative responsibilities and other leadership roles undertaken by graduate administrators, one might assume that they would have little time for research or publication in their disciplines. We asked our respondents if they had published a book, journal article, or book review in their discipline in the last three years. We had expected a difference between men and women on this questions. There was no significant difference: 79% of the men responded affirmatively, as did 68% of the women. The data reveal nothing about either quality or quantity of publication, but do indicate that the majority of graduate administrators of both sexes are engaged in scholarly activity in their respective disciplines and have published recently.

THE WORK WEEK

In addition to looking at the career paths of graduate administrators, we asked questions concerning the respondent's work week. Most of these questions were directed toward the week immediately past, in an attempt to get a specific pattern for one week, rather than a general statement.

The respondents were asked to list three activities other than administrative duties that took a significant portion of their time. Teaching was the most frequently reported activity which required a significant portion of our respondents' time: 60% of the men and 69% of the women listed teaching. Some indicated that it was a part of their job assignment. Many others indicated that teaching was a voluntary overload. There was no significant difference between men

and women in this regard.

Many of our respondents indicated that research occupied a major portion of their time. There were 41% of the men and 56% of the women who listed research as a major activity. After teaching, research was the second most frequently reported activity by both men and women. There was no significant difference in the proportion of each reporting involvement in research.

Writing--as distinct from research--and editing were mentioned as time-consuming activities by 11% of the men and 31% of the women. This difference was not statistically significant.

University committee assignments were reported by 25% of the men and 13% of the women as consuming a major portion of their time (not a significant difference). Other university responsibilities (as archivist, curator, counselor, etc.) were reported by 6% of the men and 6% of the women.

Consulting and lecturing were reported by 15% of the men and 6% of the women among the three activities other than administration taking a high percentage of the respondent's time. This difference was not significant.

There was one significant difference in the professional activities noted by our respondents as involving a major portion of their time: 44% of the women but only 15% of the men in the sample indicated that they devoted a significant portion of their time to functioning as an officer in a regional or national professional association. Most of these posts were in the academic discipline of the respondent. The difference was statistically significant at the 95th percentile.

Community or public service (including service on licensing commissions, a variety of boards, in religious organizations and political parties) was reported by 35% of the men and 19% of the women. This was not a significant difference.

Recreational activities and hobbies were reported as occupying a major portion of the time of 25% of the men and 19% of the women. Writing and research were not coded as recreational activities, but it may well be that for many of us, scholarly activities are also recreational pursuits, in the root meaning of recreation.

The second and final area where we found a significant difference between men and women on the questions regarding activities other than administrative duties was in the number who listed family responsibilities. As we had expected, there was a significantly higher proportion of women (31%) than of men (9%) who listed family responsibilities among the three activities to which they devoted a significant portion of their time. This difference was significant at the 95th percentile.

We asked our respondents how many hours they had worked on campus each day of the preceding week. Most of the answers indicated that there had been a thoughtful recapitulation of the previous week by the respondent. The median number of hours reported by men was 45; the median number of hours reported by women was also 45; the mean for each group was 46 hours the previous week. (One or two respondents who reported a shorter work week on campus added a marginal note indicating that they had been off campus for meetings one or more days during the week in question.)

In addition to asking how many hours the respondent had worked on campus, we asked how many days the respondent had taken work home. (We did not inquire into whether or not the respondent worked at home, only whether he or she took work home, which is perhaps not the same question.) On the average (both median and mean) men reported taking work home on 3 days during the previous week and women reported (median and mean) taking work home on 4 days. This difference was not significant.

Having found no significant difference between men and women on either the length of the work week on campus or the frequency with which they took work home, it occurred to us that there might be a difference by level of responsibility. Combining the men and women in the sample, we compared deans to associate and assistant deans, regardless of gender. The associate or assistant dean was as likely as the dean to work long hours on the campus and to take work home as well. While it is reasonable to assume that every associate or assistant dean reports to a dean, our data did not reveal how many deans have an associate or assistant dean to whom some of the work can be delegated.

Finding no significant difference between men and women or between deans and associate or assistant deans with regard to the length of the work week or the number of nights that work was taken home, we looked at those persons who reported that they took work home 6 or 7 nights during the previous week and at those respondents who reported that they never, or only once during the week, took work home. We wondered whether those who never took work home worked longer

hours than those who took work home nearly every night.

About a third of the total sample (30% of the men and 37% of the women) reported taking work home 6 or 7 nights during the previous week. In contrast, 27% of the men and 26% of the women reported that they never took work home, or did so only once during the previous week. We compared these two groups with regard to the number of hours they reported working on campus during that same week. Those who reported taking work home 6 or 7 nights the previous week also reported working significantly longer hours on campus than did those who reported that they never took work home, or took work home only once. This difference was significant at the 99th percentile. Since we had found no difference between the sexes on this point, and no significant difference based on level of responsibility, some other factor was clearly influencing the length of the work week for many of our respondents. This is a question that might well be addressed in some future study.

CONTACT WITH COLLEAGUES

It is not a sociological secret that influence often flows outside the formal channels of organizational structure. Decisions made over lunch or on the golf course often are as significant as those made in any meeting room. It is part of the conventional wisdom that women in administrative or executive roles tend to be cut off from access to the informal channels of communication in their organizations because they are isolated by unseen barriers from the male groups who lunch together, or participate together in sports.

Accordingly, we asked our respondents about who lunched with whom, how many days the preceding week, and about the pattern of sport and exercise in which they participated. We hoped that such questions would reveal something about the differential access (if any) of men and women to informal channels of communication and influence.

We asked how many days the previous week the respondent had lunched alone, with male colleagues, with female colleagues, in a mixed group, or skipped lunch entirely. (Probably because both of us are commuters we did not perceive the possibility that some of our respondents might go home for lunch regularly. A few indicated that they did.)

Looking first at the responses of the male graduate administrators we found that 30% reported eating along 3 or more times during the previous week. Another 11% of the men in our sample skipped lunch entirely 3 or more times during the previous week. Thus 41% of the men responding reported eating alone most of the time or not eating lunch at all. In either case, most days of the week these men were not lunching <u>with</u> anyone.

In contrast, 17% of the men reported lunching with male colleagues only 3 or more days during the week. Combining those who reported having lunch with a mixed group and those men who reported having lunch with a female colleague alone, 18% of the men in our sample reported having lunch with female colleagues 3 or more days during the previous week. (We did <u>not</u> include in this group those men who indicated they went home to have lunch with their wives.

We were seeking informal patterns of communication and influence between colleagues. A few respondents indicated that the mixed groups at lunch were regularly scheduled staff meetings. We did count those among the "mixed-group" of colleagues having lunch together, although it was not entirely a voluntary arrangement.) The data indicate that those men in our sample who usually lunched with colleagues were divided about evenly between those who lunched only with other males and those whose luncheon companions include female colleagues.

Examining the responses of the female graduate administrators to this same question , we found that 26% of the women reported that they had lunched with male colleagues or in a mixed group three or more times during the previous week. Although this is a somewhat larger percentage than the males who reported lunching with female colleagues, the difference is not significant.

Further, 47% of the women in our sample reported eating alone or skipping lunch 3 or more times the previous week. This compares to 41% of the men who reported similar solitary habits. The data indicate no difference between men and women. Approximately four graduate administrators in ten reported either lunching alone or working through the lunch hour most days of the week. Marginal notations indicate that many of those who lunch alone also work through lunch, eating a sandwich at their desks.

Informal channels of communication and influence also flow through sports activity. Accordingly, we asked about the frequency of participation in sport and exercise during the previous week and whether this was alone or with male or female colleagues.

Among the men in our sample, 46% reported that on 3 days or more the previous week they had jogged, played tennis or handball, or engaged in other sport or exercise. In contrast, only 11% of the women reported participating in sports or exercise on 3 or more days during the previous week. The reported patterns of sport and exercise were as follows:

Jog, Swim, etc.	Men		Women	
	N	%	N	%
No sport or exercise	27	33	12	63
Once or twice per week	17	21	5	26
Three or more days per week	38	46	2	11
	82	100	19	100

The differences between men and women graduate administrators in regard to participation in sport and exercise are significant at the 95th percentile.

However, the reason for asking the question was not to determine whether or not women are more sedentary than men but rather to determine whether sports participation provided an opportunity for informal contact with colleagues. It did not appear that this was the case for either sex. Most of the men reported exercising alone: the solitary jogger was the typical figure. Only about one man in three (29%) who reported exercising at any time (one day or more) reported that some colleague participated with them. For most of the men in the sample, then, exercise was part of the weekly routine (67% exercised or participated in sport at least one day) but it tended

to be a solitary experience. (A few reported jogging or playing tennis with their wives.) Almost all of the women who reported exercising at all indicated that they exercised alone. Sport and exercise would seem not to provide a pattern of shared activity and communication for many graduate administrators.

REWARDING ASPECTS OF THE ADMINISTRATIVE ROLE

Asked what aspects of their administrative role they found most rewarding, our respondents gave a variety of answers, which we coded as follows:

1) Interpersonal relations and service to others. This category included a high number of responses mentioning contact with students, helping students work out problems, intervening for students caught in a snarl of red-tape, etc. Some respondents mentioned the rewards of working with distinguished faculty members, superb administrative colleagues, or distinguished alumni. Responses indicating that interpersonal contacts provided significant rewards in the administrative role were made much more frequently by men than by women. The difference was significant at the 99th percentile.

2) Rewards of the leadership role. Responses coded here included being able to influence policy decisions, the pleasure of being able to carry plans to fruition, problem solving, and other elements of leadership in the university and specifically in graduate education. Women in the sample gave responses indicating that they enjoyed the exercise of authority and the opportunity for leadership significantly more often than men. This difference was also significant beyond the

99th percentile.

3) Program development and quality control. Responses coded here were those that indicated the respondent found rewards in the development and improvement of graduate programs. This was regarded by many as the most creative aspect of their administrative role. There was no significant difference in the frequency with which men and women gave such responses.

4) "Psychic Rewards." In a sense, all of the rewards mentioned (except for the 4 men--no women--who mentioned salary) might be considered "psychic rewards." However, the particular group of responses coded in this category included recognition from others, intellectual stimulation, etc. This was a small group of responses, and there was no significant difference in the frequency with which men and women gave such responses.

AGGRAVATING ASPECTS OF THE GRADUATE ADMINISTRATOR'S ROLE

Asked to list aspects of their administrative role that they found most aggravating, the respondents listed a wide variety of aggravations, which we coded in the following categories:

1) Aggravating aspects of the job itself. Responses coded here included complaints about the volume of trivial paperwork, poorly defined or non-challenging responsibilities, too many meetings (of the sort that Thorstein Veblen once referred to as "Another committee to sift the sawdust"). Excessive demands on the respondent's time was a frequently listed aggravation, particularly by women. A significantly greater proportion of women than men (past the 95th percentile)

listed such aggravations.

2) Bureaucratic aggravation. Responses coded here included the growing burden of federal and state regulations and reporting requirements, activities that were viewed as external to and detracting from the duties of graduate administration. Rigidity and lethargy in the academic institutional bureaucracy itself was also listed as an aggravation by some. Men were significantly more likely than women to give responses in this category.

3) Budgetary aggravation. Responses coded here included complaints about the lack of financial resources to support graduate programs adequately, conflicts within the university over declining resources, and the decline of previously fine graduate programs because of lack of funds. Both men and women gave such responses and there was no significant difference in the frequency with which one sex or the other gave such responses.

4) Interpersonal aggravation. Responses coded here were references to other persons as the source of aggravation on the job: "Tenured incompetents on whom I must rely"; "Irrational demands by insecure administrators"; "Devious students making unreasonable requests for exceptions." Men and women had similar complaints in this category and there was no significant difference between the sexes in the frequency of such responses.

USUAL MODE OF DEALING WITH TENSION

Having asked about sources of aggravation, we then asked our respondents how they usually dealt with tension. Our respondents

indicated activities ranging from functional to dysfunctional responses to tension, which we coded as follows:

1) Direct action on the tension-producing situation. Some respondents--a minority of both sexes--indicated that a direct problem-solving approach was their usual mode of reducing tension. There was no significant difference in the frequency with which men and women gave such responses.

2) Seeking interpersonal counsel. Most frequently mentioned in this category were "talking it out" with spouse or close colleague. Only 8% of the men gave such a response, compared to 42% of the women in the sample. Most of these women indicated that their usual mode of dealing with tension was to talk the problem over with "my understanding husband." This difference between the sexes was significant at the 95th percentile.

3) Meditation or prayer. This response was given with similar frequency by both men and women. There was not a significant difference.

4) Sports. The male respondents mentioned some form of sport more frequently than any other mode of dealing with tension. Specifically mentioned were jogging, skiing, swimming, hiking, sailing, and playing handball. Some women who had not reported exercise of sport as a customary activity indicated that their usual response to tension was some form of physical exercise. There were many more responses in this category from men than from women, but the difference was not significant statistically.

5) Hobbies and recreational activities. Perhaps sports could

have been included here, but some form of sport was mentioned so frequently by men that it seemed useful to separate it from the broader category of recreational activities and hobbies. A number of men and women gave responses indicating that some form of manual activity (carpentry, gardening, etc.) was their usual mode of dealing with tension. (Perhaps swinging a hammer or a hoe is not so different from swinging a golf club, but the respondents seemed to consider it a different order of activity--perhaps the Protestant Ethic at work.)

Many others mentioned such cultural diversions as light reading, music, travel, etc. Some indicated solitary pursuits, others mentioned social activities. There was no significant difference in the frequency with which men and women gave responses in this category: activities that were perceived as reducing tension by diverting both mind and energies from the tension inducing situation.

6) Potentially harmful activity. Some respondents reported that their usual mode of dealing with tension was to smoke more heavily, have a stiff drink, eat or sleep (as an escape). Some respondents indicated hostile actions (usually verbal) towards others. Whether the hostility was turned outward or back on the self, such responses to tension were coded as potentially harmful. There was no significant difference between the sexes in this category of response.

SUMMARY AND CONCLUSIONS

The background of women in graduate administration are more like those of the men than different. Their patterns of career advancement also appear to be similar but the women are more likely to be in

"acting" positions than men. While there are many fewer women in the dean's position there is a trend toward more women in graduate administration.

In relation to non-administrative responsibilities, both sexes report that they continue their teaching and scholarly activity after appointment. Women, however, are more likely to be active in an academic association. As expected, women consider family responsibilities as a major demand upon their time.

Contact patterns with colleagues appear to be similar. Women do not, therefore, appear to be excluded from opportunities for informal decision making in the institutional setting.

The psychic rewards derived from the job appear to differ for the men and women. While men more often reported that interpersonal contacts and opportunities for service to faculty and students meant a great deal to them, women found the opportunity for leadership and the exercise of power most rewarding. This appears to be contrary to the conventional wisdom that women enjoy nurturing behavior and men enjoy power. This aspect of the study merits further investigation.

Stress point also appear different for the two groups. Women are more likely to point to the day to day demands upon their time and the amount of paperwork required of them as a major source of frustration. The focus of the stress appears to be on internal office routine. Men report bureaucratic red tape both within and outside the institution as the greatest cause of tension significantly more often than women. To cope with this aggravation, men and women use similar coping

strategies. One course of action, however, appears to be more frequently employed by women: they are more likely to talk problems over with peers and spouses. Counselling appears to be more attractive to women than to men, a predeliction which is probably culturally derived.

This study used as its sample men and women in graduate administration. Since deans at the undergraduate level may differ significantly in their role and profile, further research is indicated. At the graduate level it can be concluded that men and women achieve the position of dean in similar ways but the satisfactions, stresses and coping patterns differ.